Practice of Textbook Adaptation in English Language Classrooms: Insights from Secondary Level Teachers

Ram Nath Neupane, PhD iD
Tribhuvan University
Email: ramnath.tmc@gmail.com

Abstract

Textbook adaptation plays a pivotal role in the EFL classroom as a single textbook cannot meet the diverse needs, levels and cultural heritage of all the students. The present study aims to explore the practice of textbook adaptation employed by secondary level EFL teachers in Nepal. To accomplish the objective, the data were purposively collected from the five EFL teachers of Rupandehi district using semi-structured interviews. The study concludes that textbook adaptation is one of the challenging jobs of teachers, which is usually guided by teachers' beliefs, classroom contexts and institutional pressures. Teachers state that a single textbook cannot meet the diverse needs, and levels of the students. Some teachers make use of textbooks for helping examinations, while others use it making class more engaging and lively. Strategies, such as omission, addition, modification, and reordering are used in adapting process. The factors, such as exam-oriented curricula, institutional pressure, limited time and resource hinder the adaptation process. Similarly, experienced teachers are more flexible in textbook adaptation than novice teachers. Despite these limitations, adapting textbook help the teachers to minimize the gaps between prescribed materials and contextual needs. The findings suggest that teachers should enhance their adaptation skills and their institutions should support them with resources and time.

Introduction

Textbooks are considered as the backbone of English Language Teaching (ELT), serving as a road-map for teachers and a learning resource for students. In many educational systems, textbooks provide the primary content, activities, and framework for instruction, shaping what is taught and how it is delivered. However, a single textbook cannot adequately address the diverse linguistic, cultural, and

pedagogical needs of learners. As Sheldon (1988) notes, evaluating and critically reflecting on textbooks is essential, as they inevitably embody both strengths and weaknesses.

While textbooks play a vital role, they are not neutral artifacts. They often reflect generalized assumptions about learners, teaching contexts, and cultural perspectives that may not align with the realities of specific classrooms (Khati, 2013). Research in ELT (Cunningsworth, 1995; Richards, 2001; Harmer, 2007) carefully highlights that no commercial textbook can perfectly meet the needs of every teaching program. Consequently, teachers are rarely passive users of textbooks; instead, they act as mediators who evaluate, adapt, and reshape materials to make them meaningful and effective for their students.

Textbook adaptation is a deliberate process of modifying, supplementing, or reorganizing textbook content to address mismatches between prescribed materials and learners' needs, interests, or cultural backgrounds. As Nascimento (2007) emphasizes, adaptations reflect teachers' pedagogical decisions and their ability to respond creatively to contextual challenges. In practice, teachers adapt textbooks by adding or removing activities, reordering content, or introducing new tasks that better engage learners and enhance language acquisition.

The significance of textbook adaptation extends beyond classroom management. It illustrates the professional agency of teachers, their capacity for critical reflection, and their role in tailoring materials to achieve educational goals. Madsen and Bowen (1978) argue that every teacher, consciously or unconsciously, becomes an adapter, since no textbook is ever implemented exactly as it is written. Thus, adaptation is not a marginal activity but a fundamental aspect of effective teaching.

Despite these numerous benefits, many teachers are not fully aware of textbook adaptation in the language classrooms (McGrath, 2013). This study explores how EFL teachers adapt textbooks in their classrooms. It also seeks to uncover the strategies they adopt, the challenges they face, and the pedagogical insights that inform their decisions. By investigating these practices, the study aims to contribute to a deeper understanding of the dynamic relationship between teachers, learners, and teaching materials, highlighting how adaptation transforms textbooks from static documents into flexible, context-responsive tools for learning.

Literature Review

The review of literature has been organized under the four themes: the case for adaptation, adaptation approaches, materials adaptation in the Nepalese context, and current landscape and research gaps.

Textbooks and the Need for Adaptation

Textbook is one of the authorized and authentic materials for teacher and students. Textbook is teaching material for the teacher and learning material for the learner. It is one of the pivotal aspects of the total teaching and learning process (Awasthi, 2006). It is regarded as a standard book for any particular branch of philosophy. It is also one of the most commonly and widely used instructional aids in school, colleges, and universities and at home. As Hutchinson and Torres (1994) suggested, it is the most universal element for teaching and guide for teachers, a memory aid for the pupils, a permanent record of measure of what has been learnt (as cited in Awasthi, 2006). In many cases, teacher and students heavily rely on textbooks because they also determine the contents and methods of teaching. Therefore, it is a visible heart of any ELT program. Textbook is an effective source of presentation of materials, a source of ideas and activities, a reference source for students, a syllabus they reflect predetermined language objectives, support for less-experienced who have yet to gain confidence (Cunningsworth,1995) . A textbook aims to design for classroom use, carefully prepared by experts in the particular field. It also seeks to cover all aspects of language and materials.

Although teachers modified the teaching documents for centuries, textbook adaptation formally recognized in the 1970s-1980s through the works of Madsen & Bowen (1978) and Cunningsworth (1984). It is an inevitable job of language teaching as classrooms are highly diverse, with learners differing in linguistic proficiency, learning styles, cultural backgrounds, and institutional expectations (McGrath, 2013; Richards, 2001). McGrath (2013) identifies four major rationales for textbook adaptation: localization, personalization, modernization, and simplification. Localization ensures that examples reflect learners' cultural and social contexts, making lessons more relatable and reducing foreignness in imported materials. Personalization connects content to students' experiences and prior knowledge, enhancing motivation and meaningful learning (Tomlinson, 2012). Modernization updates outdated or irrelevant content, while simplification ensures accessibility for learners across different proficiency levels. Together, these rationales position adaptation as a learner-centered process that bridges the gap between standardized materials and classroom realities.

Practical and methodological issues further reinforce the need for adaptation. Gabrielatos (2004) notes that many coursebooks lack methodological clarity, leaving teachers uncertain about instructional approaches. Richards (2001) highlights the limitations of a "one-size-fits-all" textbook, which often ignores curricular goals and classroom contexts. Textbooks may also include culturally irrelevant content or require unavailable resources (McDonough et al., 2013). In such cases, adaptation is indispensable rather than optional. Importantly, this practice does not diminish textbooks' authority; instead, it transforms them into flexible frameworks that teachers can modify to suit pedagogical purposes

(Harwood, 2010). By adapting materials, teachers convert static resources into dynamic teaching tools that evolve with learners' needs, ensuring relevance, engagement, and effectiveness in language education.

Approaches to Textbook Adaptation

Textbooks remain central to English as a Foreign Language (EFL) classrooms, serving as primary guides for syllabus coverage, language input, and assessment. Despite their importance, textbooks often fail to align fully with learners' objectives, proficiency levels, or teachers' instructional approaches, necessitating adaptation to meet classroom-specific needs (Richards, 2001; McGrath, 2002). Scholars have identified a wide array of strategies that teachers use to adjust materials effectively. Similarly, Madsen and Bowen (1978) describe techniques such as supplementing, editing, expanding, personalizing, simplifying, modernizing, localizing, and modifying cultural or situational content to enhance relevance and accessibility. Grant (1987) categorizes adaptation strategies into omission, replacement, addition, and adaptation, emphasizing that teachers selectively modify content to align with learners' abilities and classroom goals. Gabrielatos (2000) expands this list to include omitting, reordering, replacing, changing, combining, and adding tasks, highlighting the dynamic and flexible nature of textbook use. Richards (2001) also offers a comprehensive framework, outlining content modification, addition or deletion of materials, reorganization of sequences, addressing omissions, altering task objectives, and extending activities. These strategies help teachers to contextualize textbooks, making them more relevant, engaging, and effective for diverse learners. However, many Nepali English language teachers do not employ these strategies in their classrooms as they do not involve in textbook adaptation process.

Textbook Adaptation in Nepalese Classrooms

Textbook adaptation is an inevitable task in English language teaching, especially in both well-resourced and less-resourced countries like Nepal. Teachers globally adapt textbooks to link it with students' diverse needs, and various strategies, including omission, addition, and modification for enhancing their engagement (Tomlinson, 2013). In Nepal, textbook adaptation is shaped by centrally prescribed curriculum and limited range of authorized textbooks. The authors of these textbooks borrow a wide range of materials from foreign contexts. Although textbook adaptation is necessary to modify these materials in local context, this is one of the challenging job for the teachers due to various reasons, such as, teachers' unwillingness, over workload, institutional and examination pressure, traditional mind sets, lack of resources, lack of knowledge and skills (Khati, 2013). Despite such problems, they are adapting textbooks employing the various strategies, such as addition, omission, replacement, and localization. Various areas, such as contents, images, tasks and excises of textbook adaption are employed by Nepalese teachers to make the lessons more interactive and relevant.

Recent study conducted by Karki and Karki (2024) highlights the value of socio-cultural contexts in language education. They emphasize a relationship between cognitive development and social interactions. Both culture and contexts shape the learning experience and intellectual growth of individuals. In addition, schools from remote area are compelled to apply the prescribed textbooks due to lack of authentic materials, lack of training and so on, which may not capture the diverse needs of learners and cultures (Carrete-Marín & Domingo-Peñafiel, 2022).

Current Landscape and Research Gaps

Empirical studies show the global significance of textbook adaptation in EFL classrooms. Johansson (2006) found that teachers from Sudan often adapt textbooks to enhance learner interaction and collaboration, however, time limitation often restricts the scope of adaptation. Similarly, Nascimento (2007) identified a significant variation between teachers' confidence level and their willingness to adapt the materials, emphasizing the role of teacher experience and institutional support in adaptation practices. Yan (2007) found that novice teachers usually delete, add, reorganize, modify and localize the tasks to enhance communicative competence, recommending that textbook adaptation is a significant method for achieving learner centered outcomes. Diniah (2013), in Indonesia, studied that teachers often add, omit or modify the unsuitable contents to make the books more engaging and learner-friendly. Likewise, Tevdovska (2015) stressed that teachers need to balance textbooks with supplementary materials to enhance learning as effective learning is the result of both teacher and students' interaction. However, not a single study did not deal with the practice of alternative assessment in EFL context. So, the researcher is keenly interested to conduct the research on the present area.

In Nepal, few research studies have been carried out on textbook adaptation. According to Karki (2007), textbook adaptation can enhance learner engagement in comparison to rigid prescribed materials. The present study highlights a significant research gap and the need for further investigation into the contents, methods, and outcomes of textbook adaptation in EFL classrooms.

Methodology

This study is based on interpretivist ontology and adopts a subjectivist epistemology as it allows the multiple realities of an individual (Cohen et al., 2018). This philosophy aligns with the knowledge that is constructed through social interaction and interpretation in a particular contexts. Similarly, this research adopts a descriptive phenomenological research design aiming to express the essence of participants' lived experiences (Creswell, & Creswell, 2020). The data were purposively collected from five secondary-level EFL teachers of Rupandehi District who had a wide range of teaching experience. An interview guideline was prepared, and semi-structured interviews were conducted, aiming to explore their

experiences freely. They were interviewed at the school premise using Nepali language for the ease of exploration. All the interviews were video-taped to ensure accuracy and comprehensiveness of data. The collected data were then transcribed into English and subjected to thematic analysis. The processes of thematic analysis, such as familiarizing with data, generating initial codes, searching for themes, reviewing the themes, and defining and naming the themes, have been maintained. To ensure the ethical rigor of the study, participants' identities were anonymized providing identification codes prefixed with "T," and all personal identifiers were removed from the text to maintain the ethical standards (Miles et al., 2014).

Results and Discussion

After conducting interviews with the five EFL teachers of Rupandehi district, the findings of the study were organized under eight specific themes. These themes provide a framework for analyzing the data, highlighting key insights, recurring patterns, and the teachers' perceptions and experiences with the subject.

Perceptions and Beliefs about Textbook Adaptation

Teachers perceive textbooks as important resource materials. However, they believe that such materials are not sufficient to meet the diverse needs, capacities and cultural heritage of the learners. Teachers have different beliefs about textbooks. Some teachers perceive them as rigid framework which we should strictly use for examinations while others view it as flexible tool that can be easily changed, or modified in accordance with learners' needs. In this context, T2 claims,

> *I strictly follow the textbooks as a rigid framework in my classroom. My students are poor in English and want to follow the textbook page by page. Similarly, our examination system demands the answers from the prescribed textbooks.*

This statement highlights that textbook is an inevitable document for teachers. Both teachers and students feel secure when they have a textbooks. Some teachers, on the other hand, do not fully depend on the text books. They consider textbooks as dynamic tools. They should be changeable and modifiable. Supporting this view, T5 reports,

> *I do not frequently follow the textbook as it is. I often add, omit or replace the contents as per the needs, interest and levels of the learners. My students are enjoying such activities in the classrooms. Sometimes, they can decide which materials they need to change. I also make them involve in the activities of adapting process.*

This remark reveals that some teachers like textbook adaptation as it makes learning more engaging, relevant and meaningful. Students can be actively involved in this process. Three teachers claim that textbook adaptation include many interactive tasks, such as language games, problem-solving activities, and role plays.

Following this, Graves (2000) highlights effective teachers engage in professional judgment, using textbooks as guides rather than scripts. EFL teachers may not follow grammar drills and rather than designing communicative and problem-based activities which, aim to foster interaction, critical thinking, creativity and problem solving activities. So, textbook adaptation plays a vital role for learner engagement and motivation. Richards and Rodgers (2014) argue that when materials are related to their experiences, students participate more actively and retain knowledge better.

Areas of Textbook Adaptation

The area of textbook adaptation includes the field it covers. There are various areas of textbook adaptation, including tasks, *texts, contents, images, topics, methods, and aims.* Some teachers follow all in adapting textbooks while others follow few of them. In this light, T4 opines,

> *I keep the texts and tasks in the priority of adapting the contents to make them more suitable and localized in specific contexts. The texts and tasks should be culturally relevant, linguistically appropriate, psychologically real and socially justifiable.*

This statement reveals that teachers like T4 adopt texts and tasks as the major areas of textbook adaptation. They should also be made context-sensitive rather than focusing global contents. This view asserts that not all tasks or texts from textbooks are suitable for the local context, so they need to be localized and made context-specific.

As suggested by McGrath (2013) and Graves (2000), teachers often emphasize the areas that immediately influence classroom interaction and learner engagement, while broader elements like aims or teaching methods are less frequently modified. Many other teachers adapt the tasks, topics, contents, images and so on. Although adaptation of images or visual materials is less common, it can develop understanding and engaging power of students. Some teachers, on the other hand, focus on aims, topics, and methods of adaptation as suggested by T1,

> *I focus on the aims and methods of the textbook adaptation as these elements are important facets of foundation. Without determining aims and methods of textbooks, it is difficult about how to teach, what to teach and what not to teach.*

However, teachers (like T3 &T4)   had no clear-cut idea about the areas of textbook adaptation due to the constraints like institutional demands and teachers' perception on rigid curricula (Richards & Rodgers, 2014). So, methods and topics can be adapted occasionally, suggesting that teachers focus on practical, immediately usable areas over important curricular goals.

Strategies of Textbook Adaptation

Teachers employ various strategies while adapting textbook. They adopt the global strategies to modify the textual materials and local strategies as per the needs, interest and levels of teachers and students. In this context, T3 claims,

I employ the universal strategies while adapting the textbooks. First, I read lessons thoroughly and try to align it with curriculum objectives. Then,I see whether this particular lesson is appropriate in the local context. After that, I use the strategies, such as omission, addition, modification, replacement, reorganization and localization. I generally do it as per the need and level of the learners and availability of time and resources.

Teachers like T3 were very much conscious about the adapted documents.They tend to adapt the documents based on learners' diverse needs and classroom situations. They believe that such materials aim to be engaging, relevant and effective. They also follow the general strategies as suggested by McGrath (2013): omission, addition, modification, replacement, reordering and localization. Omission strategy is used when the teachers feel it is irrelevant in this particular context. In many text books, unnecessary and irrelevant materials may be attached which may not be suitable to the students of particular context. Similarly, teachers employ addition strategies when they feel that the particular information is insufficient in this particular context. So that they can add supplementary materials, such as dictionary, grammar or dialogues to enhance learning (McGrath, 2013). Another strategy the teachers globally employ is modification, where teachers can change more complex materials into simpler ones. Similarly, next influencing strategy is replacement, where teachers replace culturally or socially irrelevant materials with relevant examples (Graves, 2000).

However, teachers like T5 focus only on localization strategy of textbook adaptation.The same textbook can not meet the needs of all students throughout the country. So we need to localize the texts without distorting the main objectives of the curriculum. She further states,

I usually raise the localization issue in textbook adaptation. Many English textbook writers borrow text materials related to foreign cultures. However, they are less conscious about the cultural and social realities of the learners.

If we use localize the textual materials, it can be more engaging and motivating to the learners (Mukundan & Ahour, 2010). However, it cannot be possible to localize all the materials as a good textbook should bridge both global and local issues.Teachers can use all or any one of strategies in their language classroom. Teachers should keep in the mind that textbooks can not be used as rigid frameworks but as flexible tools for enhancing effective learning (Cunningsworth, 1995).

Practices of Textbook Adaptation

In most of the countries, teachers adapt their textbooks continuously. Sometimes they prepare the curricula and textbooks and evolve them regularly. They do it to meet the diverse needs, levels and cultural heritage of the learners. However, textbook adaptation practice in Nepal is not satisfactory. There is a prescribed textbook in each class and teachers and students follow them as rigid framework for learning as our examination system focuses on rote learning rather than enhancing students' creativity and problem-solving skills. In this context, one teacher (T4) states,

I do not adapt textbooks regularly as we have a textbook in each classroom prescribed by CDC and prepared by a team of competent teachers. Textbooks are usually prepared after huge discussion with the related stakeholders. I believe that a single textbook cannot meet the needs and levels of all students throughout country. So, we need to revise situationally. That's why, I focus on the tasks and activities to make them more engaging and motivating.

As T4 reported many teachers do not adapt the textbooks properly. They do not do it due to lack of skills in one hand and time on the other. Many teachers need to teach at least 5 periods a day. Most of them are also engaged in their morning classes as another shift. It means that they do not have sufficient time to adapt the textbook materials properly. In this context, T2 claims,

I cannot adapt the textbook due to the constraints of time and skills. I need to teach six periods a day. That's why, I do not have enough time to adapt textbook materials. Similarly, I do not have enough knowledge and skills regarding textbook adaptation.

However, experienced teachers like T3 adapt the textbook regularly. He says,

I often adapt the textbooks that I teach. There are many shortcoming of a prescribed textbook in terms of language, grammar, contents, exercises, tasks and images. I tend to modify them when necessary. For example, sometimes I bring more relevant and extensive examples from the internet and resource books. Some times I myself create local texts to pass the intended information.

Research shows that teachers adapt textbook employing engaging tasks and activities that aims to enhance learners linguistic and communicative competence.Teachers employ various methods, including changing rote exercises into interactive activities, designing role-plays or discussions, integrating multimedia, or contextualizing tasks to learners' lives (Graves, 2000). So, grammar and vocabulary exercises need to be simplified, expanded, or contextualized to relate their needs and capacities (Richards & Rodgers, 2014).

Dimensions of Textbook Adaptation

Textbook adaptation practices vary from one teacher to another. Experienced and competent teachers show their enthusiasm towards in adapting textbook. They seem to be more confident and flexible in their jobs.In this context, T1 claims,

> *I have been teaching English for 20 years. At the beginning of my job, I did not have any idea about textbook adaptation as I thought that they were very authentic and non-adapting materials. When I became experienced and academically sound, I found something missing in the textbooks that I am using in the classrooms. Since then, I started adapting. Now, I frequently adapt the tasks and activities as well as contents.*

This statement reveals that experienced and competent teachers enjoy textbook adaptation practice. Such teachers always accept innovations in their classrooms.They always see the relationship between tasks and curricular goals. They want to participate in professional developments activities (McGrath, 2013).

In contrast, novice teachers do not show their interest in textbook adaptation process as they do not want to deviate from prescribed materials as such materials are prepared by a team of expert teachers. In this reference,T4 states,

> *I do not like to adapt the prescribed textbooks as they are prepared by a team of competent and experienced teachers. Many students like to study such books due to exam pressures. Similarly, I have no clear-cut ideas about which items need to be changed and which not. My students also do not trust in newly adapted materials than that of textbook.*

This remark suggests that novice teachers do not want to take risk in this process due to limited experience, fear of distorting the main information, and right alternatives (McGrath, 2013). Many other contextual factors, such as urban and rural, demands of institutions and society influence adaptation practices. Those teachers who are from urban area they might take authentic documents, ICT tools and other needy materials for textbook adaptation. In contrary, those teachers from rural context may rely on textual materials and do not engage in adaptation practice (Richards & Rodgers, 2014). Similarly, teachers from private schools can involve in this process than community schools as teachers are provided more freedom and autonomy changing textual materials in private schools whereas in community schools they are not provided such freedom to adapt the textbooks easily (Graves, 2000).

Strengths of Textbook Adaptation

Textbooks play a central role in EFL classrooms, serving as structured resources that guide both teachers and learners. However, a single textbook cannot meet the diverse needs, proficiency levels, and learning contexts of all students.

Therefore, adapting textbooks becomes essential to make them more relevant and effective. In this context, all participants have similar idea and their response is collectively presented as:

> *Textbook adaptation is essential because no single textbook fully meets learners' diverse needs, classroom contexts, or curricular goals. Teachers adapt materials to bridge gaps, aligns with students' proficiency levels, cultural backgrounds, and interests, and make lessons more engaging and meaningful. Adaptation promotes learner-centered teaching, and enhances both relevance and effectiveness of classroom instruction.*

The statement highlights that no textbook can address all learners' needs or contexts, so adaptation is necessary. Through adaptation, teachers make lessons relevant, flexible, engaging, and learner-centered, ensuring better alignment with students' proficiency, culture, and interests.

As Hutchinson and Torres (1994) note, effective adaptation permits the teachers to modify the texts, examples, and activities to align with with students' experiences, and more meaningful learning. Textbook adaptations also enhance differentiated learning, addressing the mixed ability learners in a single classroom. In mixed-ability classes, some students may enjoy challenging tasks while other like to handle only easy tasks. By modifying the exercises, teachers can support learning and ensure all students are appropriately challenged (Tomlinson, 2013).

Furthermore, adaptations allow teachers to integrate authentic materials with innovative teaching strategies. Teachers can enhance their learning by incorporating various tasks and activities, such as songs,rhymes videos, realia, puzzles, project-activities, in their textbooks. A skilled and competent teacher continuously change the textbooks to promote interactions, collaborations and communication in the language classroom (Madsen & Bowen, 1978).

Regular textbook adaptation brings some reflections among the students and teachers. When teachers and students engage in addition, omission, replacement, localization practices, it can promote critical and collaborative skills of the teachers and students. Nunan (1991) claims that reflective thinking, not only helps in classroom learning but also develops teacher creativity and pedagogical flexibility in the EFL contexts.

Challenges of Textbook Adaptation

Despite the benefits, EFL teachers often face several challenges, such as limited teacher training, large number of the students in the classrooms, pressure of the completing course in time, and practising lessons for examination purpose, and rigid textbooks further limit the flexibility. Teachers do not have authentic resource and motivation to adapt the textbook effectively. Learners' diverse needs,

institutional pressures and cultural and local issues can make the adaptation process more complex and challenging. In this reference, one teacher (T2) reports,

> *I do not adapt the textbook due to some challenges, such as time constraints, textbook-oriented examinations, limited resources, and lack of motivation in both students and school authorities. Moreover, my little knowledge and skills further limit the frequent adaptation though it has several benefits.*

As T2 suggested, one of the prominent issues of textbook adaptation is the lack of teacher training. No training has been conducted so far regarding this issue. Similarly, many teachers in Nepal are worried about how to complete course in time as exams are administered to explore the information from all the chapters of the textbooks. Similarly, they do not manage the time for textbook adaptation due to the heavy pressure of work load, and lack of motivation from concerned authorities. Without training, teacher may lose confidence about how to balance course materials with curricular objectives in adaptation process (McGrath, 2013).Teacher's willingness is another challenge regarding textbook adaptation practice. In this context, T1 explores, "*I do not adapt the textbook as I think the existing textbook is satisfactory. I believe in the team of competent teachers who prepared it.*" Some teachers do not have willing power to adapt the textbook as they want to follow the tradition where they learned the documents without questioning to the teachers and authority.They also believe that adapting textbook is irrelevant and time consuming (Richards & Rodgers, 2014).

Conclusion and Implications

This study explored the practices of textbook adaptation led by EFL teachers of Nepal. The data were purposefully collected from five teachers of Rupandehi district through semi-structured interview. The study concludes that textbook adaptation is an obligatory task of teachers in the EFL classrooms, which is guided by teachers' beliefs, contextual factors and institutional needs. Teachers state that only prescribed textbooks cannot meet the diverse needs, capacities and cultural heritage of all students of the classroom.Some teachers opine that textbook is the rigid document only used for examination purpose while others take it as flexible tool to enhance language development and learners' engagement. Adaptation takes place in various fields: task, text, content, and image. Similarly, different strategies, such as, omission, addition, reordering, modification and localization can be used in adapting textbooks in EFL context. Teachers can play a dynamic role to create more condusive learning environment by replacing irrelevant learning materials into contenxtual ones. Teachers should minimize the gap between prescribed materials and contextual needs by adapting learners' textbooks.

The study implies that teachers should be provided opportunities for enhancing their professional development activities, which can promote their adaptation skills, make their classroom more interactive and use learner-friendly

lessons. They should be praised to be more autonomous and resourceful. As a small scale and qualitative study, it cannot cover various aspects of the study, however, a large scale study can be conducted to explore the uncovered areas of textbook adaptations in upcoming research. Additionally, this study will offer valuable insights for teacher educators, textbook writers, syllabus designers, students and others who are directly or indirectly engaged in the process of textbook adaptation.

References

Allwright, R. L. (1981). What do we want teaching materials for? *ELT Journal, 36*(1), 5–18. https://doi.org/10.1093/elt/36.1.5

Awasthi, J. R. (2006). Textbook and its evaluation. *Journal of NELTA, 11*(1-2), 1–10. https://www.nelta.org.np

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology, 3*(2), 77–101. https://doi.org/10.1191/1478088706qp063oa

Brown, J. B. (1997). Textbook evaluation form. *The Language Teacher, 21*(10), 15–21. https://jalt-publications.org/tlt/articles/2214-textbook-evaluation-form

Carrete-Marín, N., & Domingo-Peñafiel, L. (2022). Textbooks and teaching materials in rural schools: A systematic review. *CEPS Journal,* 12(2), 67–94. https://doi.org/10.26529/cepsj.1288

Chea, K., Klein, A., & Middlecamp, J. (2012). Adapting textbooks to reflect student needs in Cambodia and the Asian region. *Language Education in Asia, 3*(2), 218–222. https://doi.org/10.5746/LEiA/12/V3/I2/A10

Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education* (8th ed.). Routledge. https://doi.org/10.4324/9781315456539

Creswell, J. W., & Creswell, J. D. (2020). *Research design: Qualitative, quantitative, and mixed methods approaches* (6th ed.). SAGE Publications.

Cunningsworth, A. (1995). *Choosing your coursebook.* Heinemann.

Diniah, S. N. (2013). Teachers' perceptions towards the use of English textbook in EFL classrooms. *Journal of English and Education, 1*(2), 72–81. https://ejournal.upi.edu/index.php/L-E/article/view/587

Diniah, S. (2013). Teachers' adaptation of English textbooks in Indonesia: A case study. *Indonesian Journal of English Language Teaching, 9*(2), 1–12.

Gabrielatos, C. (2000). The coursebook as a flexible tool. *Issues in ELT: Persistent Problems, Practical Solutions.* TESOL Greece Special Event, Hellenic American Union.

Gabrielatos, C. (2004). Session plan: The coursebook as a flexible tool. *IATEFL Teacher Trainers and Educators SIG Newsletter, 1*, 28–31.

Graves, K. (2000). *Designing language courses: A guide for teachers.* Heinle & Heinle.

Hanifa, R., Yusuf, F. N., Yusra, S. R., & Suherdi, D. (2024). Adapting EFL materials and its influences on Indonesia secondary school students' language learning. *Asian-Pacific Journal of Second and Foreign Language Education, 9*, Article 69. https://doi.org/10.1186/s40862-024-00297-7

Harmer, J. (2007). *The practice of English language teaching* (4th ed.). Pearson Longman.

Harwood, N. (Ed.). (2010). *English language teaching materials: Theory and practice.* Cambridge University Press.

Hutchinson, T., & Torres, E. (1994). The textbook as a social practice: Perspectives on materials design. *ELT Journal, 48*(4), 305–313. https://doi.org/10.1093/elt/48.4.305

Johansson, C. (2006). Teachers' use of textbooks in Swedish EFL classrooms. *Scandinavian Journal of Educational Research, 50*(3), 235–251.

Johansson, T. (2006). Teaching material in EFL classrooms: Teachers' and students' perspectives. https://www.diva-portal.org

Karki, K. (2007). A skillful adaptation of textbook in language teaching (Unpublished master's thesis). Kathmandu University.

Karki, R. (2007). Action research on textbook adaptation in Nepalese classrooms. *Journal of Nepalese Education, 5*(1), 45–58.

Karki, T. M. (2007). Textbook adaptation in Nepalese EFL classrooms: An action research study. *Nepalese Journal of ELT, 12*(1), 45–59.

Karki, T. M., & Karki, R. D. (2024). Contextualizing socio-cultural theory on language teaching and learning in Nepal. *Pragyaratna, 6*(1), 52–59. https://doi.org/10.3126/seltal.v2i2.74043

Khati, A. (2013, March 7). Use of textbook in language teaching. *Republica Daily.* https://myrepublica.nagariknetwork.com

Khati, A. R. (2013). Socio-cultural characteristics of English teachers in a Nepali hinterland: A case study. In D. Hayes (Ed.), *English language teaching in Nepal: Research, reflection, and practice* (pp. 241–252). British Council Nepal.

Lamie, J. M. (1999). Making the textbook more communicative. *The Internet TESL Journal, 1*(1). https://iteslj.org

Madsen, H. S., & Bowen, J. D. (1978). *Adaptation in language teaching.* Newbury House.

Madsen, H., & Bowen, T. (1978). *Materials for English language teaching*. Oxford University Press.

Martinez, K. C. C. (2024). EFL teachers' perspectives towards the use of textbooks in classroom. *Open Journal for Studies in Linguistics, 7*(1), 33–40. https://doi.org/10.32591/coas.ojsl.0701.04033c

McDonough, J., Shaw, C., & Masuhara, H. (2013). *Materials and methods in ELT: A teacher's guide* (3rd ed.). Wiley-Blackwell.

McGrath, I. (2013). *Teaching materials and the role of EFL/ESL teachers: Practice and theory*. Bloomsbury.

Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). SAGE Publications.

Mukundan, J., & Ahour, T. (2010). A review of textbook evaluation checklists across four decades (1970–2008). In B. Tomlinson & H. Masuhara (Eds.), *Research for materials development in language learning* (pp. 336–352). Continuum.

Nascimento, D. C. M. (2007). The use of English textbooks in Capeverdean secondary schools: The relationship between use, evaluation, and adaptation of textbooks. https://www.portaldoconhecimento.gov.cv

Nascimento, E. (2007). Teachers' confidence in adapting materials in Cape Verde: A case study. *African Journal of Education, 3*(2), 34–47.

Nunan, D. (1991). *Language teaching methodology: A textbook for teachers*. Prentice Hall.

Nunan, D. (1992). *Research methods in language learning*. Cambridge University Press.

O'Neil, R. O. (1982). Why use textbooks? *ELT Journal, 36*(2), 104–111. https://doi.org/10.1093/elt/36.2.104

Patton, M. Q. (2002). *Qualitative research & evaluation methods* (3rd ed.). Sage Publications.

Richards, J. C. (2001). *Curriculum development in language teaching*. Cambridge University Press. https://www.professorjackrichards.com

Richards, J. C. (2001). The role of textbooks in a language program. https://www.professorjackrichards.com

Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching* (3rd ed.). Cambridge University Press.

Sheldon, L. E. (1988). Evaluating ELT textbooks and materials. *ELT Journal, 42*(4), 237–246. https://doi.org/10.1093/elt/42.4.237

Tebebu, M. (2017). EFL teachers' practice of adapting textbook materials: The case of five selected high schools in ILO ABA BOR Zone. *International Journal of Social Science and Humanities Research, 5*(2), 252–276.

Tevdovska, E. S. (2015). Balancing textbooks and supplementary materials in EAP contexts. *Journal of English for Academic Purposes, 19*, 1–10.

Tevdovska, E. S. (2015). Selecting and adapting materials in the context of English for academic   purposes: Is one textbook enough? *The Journal of Teaching English for Specific and Academic Purposes, 3,* 115–120. https://www.academia.edu

Tomlinson, B. (2012). Materials development for language learning and teaching. *Language Teaching, 45*(2), 143–179. https://doi.org/10.1017/S0261444811000528

Tomlinson, B. (2013). *Developing materials for language teaching* (2nd ed.). Bloomsbury Academic.

Ur, P. (2013). *A course in language teaching: Practice and theory.* Cambridge University Press.

Wasik, B. A., & Bond, M. A. (2001). Beyond the pages of a book: Interactive book reading and language development in preschool classrooms. *Journal of Educational Psychology, 93*(2), 243–250. https://doi.org/10.1037/0022-0663.93.2.243

Yan, X. (2007). Textbook adaptation by trainee teachers in China: A study of task modification.   *Asian EFL Journal, 9*(4), 1–15.

Yen, C. H. (2022). The use of textbook adaptation strategies in English classrooms at a Vietnamese college. *International Journal of Social Science and Humanities Research, 10*(2), 361–368. https://doi.org/10.5281/zenodo.6580936